



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Old Orchard Beach High School

SAU: RSU 23

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2011-2012 NCLB Report Card



School: Old Orchard Beach High School
SAU: RSU 23
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	64	62	97	44	43	47	5	39	26	31	61	1	
	2010-2011	75	72	96	42	49	50	4	38	35	24	72	0	0
Female	2009-2010	37	35	95	51	48	49	9	43	29	20			
	2010-2011	29	29	100	31	48	54	7	24	52	17			
Male	2009-2010	27	27	100	33	37	46	<1	33	22	44			
	2010-2011	46	43	93	49	49	46	2	47	23	28			
Caucasian/White	2009-2010	62	60	97	45	45	48	5	40	27	28			
	2010-2011	69	68	99	44	49	51	4	40	32	24			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	2	1	50			23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	3	2	67			45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	23	22	96	32	28	31	5	27	18	50			
	2010-2011	33	31	94	26	27	34	<1	26	42	32			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	16	15	94	7	14	16	<1	7	20	73			
	2010-2011	14	12	86	8	16	17	<1	8	33	58			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	2	2	100			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Old Orchard Beach High School
SAU: RSU 23
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	64	62	97	39	45	45	<1	39	32	29	61	1
	2010-2011	75	72	96	46	52	49	1	44	32	22	72	0
Female	2009-2010	37	35	95	51	46	43	<1	51	20	29		
	2010-2011	29	29	100	38	49	47	3	34	34	28		
Male	2009-2010	27	27	100	22	43	47	<1	22	48	30		
	2010-2011	46	43	93	51	54	51	<1	51	30	19		
Caucasian/White	2009-2010	62	60	97	40	45	46	<1	40	33	27		
	2010-2011	69	68	99	49	53	50	1	47	31	21		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	2	1	50			21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	3	2	67			36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	23	22	96	32	28	28	<1	32	14	55		
	2010-2011	33	31	94	19	18	31	<1	19	48	32		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	16	15	94	13	10	14	<1	13	13	73		
	2010-2011	14	12	86	17	16	15	<1	17	8	75		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	2	2	100			17						

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Grade: High School



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	75	73	97	40	40	44	4	36	27	33	73	0														
Female																											
	2010-2011	29	29	100	21	32	40	3	17	34	45																
Male																											
	2010-2011	46	44	96	52	46	48	5	48	23	25																
Caucasian/White																											
	2010-2011	69	69	100	42	42	45	4	38	26	32																
African American/Black																											
	2010-2011	2	1	50			19																				
Hispanic																											
	2010-2011	3	2	67			37																				
Asian or Pacific Islander																											
	2010-2011	0	0				49																				
American Indian or Native Alaskan																											
	2010-2011	1	1	100			26																				
Economically Disadvantaged																											
	2010-2011	33	32	97	13	12	29	<1	13	41	47																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	14	12	86	17	7	14	<1	17	17	67																
Limited English Proficient																											
	2010-2011	2	2	100			10																				

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	96	93	96	42	46	49	96	93	96	42	48	47	86	80	83
Caucasian/White	99	94	96	44	47	50	99	94	96	44	49	48	86	81	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	50	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	50	50	67
Economically Disadvantaged	*	*	94	28	28	33	*	*	94	25	22	30	76	73	71
Students with Disabilities	*	85	91	4	13	17	*	85	91	12	12	15	100	50	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Old Orchard Beach High School
SAU: RSU 23



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	2	6	6	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	18

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.74

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.